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OFFICE OF TRAINING

DIRECTIVE

COURSE: Instructor Training

SUBJECT: Methods of Instruction: Directed Study: HOURS: 15 min
Planning the Study Assignment ~~25X1A~~

METHOD OF PRESENTATION: Lecture INSTRUCTOR: [REDACTED]

OBJECTIVES OF INSTRUCTION: To teach how to make assignments which stimulate study and learning; to evaluate the directed study methods.

SUMMARY OF PRESENTATION:

DATA TABLE COPY NO. 914

SUBJECTS WITH WHICH COORDINATION IS REQUIRED:

REFERENCES: 7-40.10/5d, part I; [REDACTED] pp 66-67.

REMARKS:

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No Change in Class.	<input checked="" type="checkbox"/>
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Instructor Training Course
Lesson Plan

Title : Method: Directed Study

15 minutes

Objectives: 1. To teach how to make assignments which stimulate study and learning
2. To evaluate the directed study methods

References: 7-40.10/50 part one. [REDACTED] pages 66-67

I. Presentation

A. Introduction (Motivation)

1. Need for knowing how to study effectively
2. Reading is not learning.

B. Planned Study

- a. Objective
- b. Reading
- c. Association
- d. Scanning

C. Faults in reading

D. Suggested Remedies

E. Problems of Study

F. How the instructor can help

Total Time 15

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Secret Information

7-40.10/5d

METHODS OF INSTRUCTION: DIRECTED STUDY

Planning the Study Assignment

Planning the Study Assignment

1. Need

Many of the courses in TR(S) are highly concentrated and require the student to remember a myriad of facts and ideas about "tradecraft." Class hours are long and the available study hours proportionately short. If effective use is to be made of the time available for study it must be done through a planned approach. Generally, a study assignment consists of reading something in text, diagrams, charts or pictures. Two major factors are involved in any study assignment:

- a. Ability to understand what is read
- b. Ability to mentally file the formed concepts in an orderly fashion, so that the recall of one concept will automatically invite the recall of another.

The first factor involves a knowledge of words. The second, the power to concentrate. The retention of material studied will be in direct ratio to the skill in employing the two factors mentioned. The speed with which the material is absorbed will vary with the ability to read. The instructor's objective should be to develop a series of study habits that will lead to rapid absorption and longer retention. The habits thus developed will not be forgotten because they are constantly employed throughout life, both in directed study and in free association.

2. Planned Study

a. Objective of the Study

The first step in following a planned study program is to determine from the assignment exactly what is required of the student and to make him aware of such requirements. A driving purpose means concentration. Thinking cannot take place without deep concentration, that is, sustained difficult thinking.

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Is the student to read the material or does he have to study it? The first requires that the student be on speaking terms with the material, and the second requires that he has a working knowledge of the subject matter. The program will be planned on the assumption that a clear picture is required.

b. Reading

Many students confuse reading with studying. Reading is not studying. It is but one phase of the study process. As a rule, outstanding students are fast readers and speed is important because it enables the reader to read and review large quantities of material in a limited period of time. However, taken alone, reading does not insure assimilation. It merely involves looking at words, and unless these words invoke the desired mental pictures time has been wasted. At this point the problem of reading skill is most important.

When you study, your reading rate will vary with the type of material being studied. Some topics can be readily learned by rapid reading. Others about which you have little previous knowledge must be read more thoughtfully because you may lack the background required to formulate clear concepts of what you have read. Therefore, your rate of reading should be governed by your understanding. Do not hesitate to stop and think things over. Read slowly enough to grasp the meaning, yet keep pushing yourself for more speed. This is the key to training for rapid and efficient reading.

After the material has been read your objective is to remember it as long as possible. It is a known fact that forgetting sets in as soon as learning has stopped. In order to learn something to be remembered there must be not only recognition but also association of the main points.

c. Association

Association has for its purpose, the formulation of recall patterns. The greater the number of associated patterns that can be developed, the greater the chances of recall will be, and the less likely the chances of forgetting. Therefore, it is suggested after you have read a paragraph or topic, as the case may be, look up from your reading and try to formulate answers to any questions which you may have. Think of an example from your personal experience which may fit the reading selection. Think of how this material may be used in

future situations. Associate the newly-learned material with other parts of the course and with kindred courses. This organization of your thinking will aid the comprehension, unification, and fixation of ideas and facts. By this process the material being studied will be made an integral part of your knowledge.

d. Recalling

It is important that a specific plan for the retention of learning be provided in the study process. Experiments have proved that more is forgotten in one day when retention is unaided than occurs in two months when an effective recall procedure is used. As a matter of fact, the primary reason why some TR(S) instructors distribute outlines at the beginning of a lecture is to be sure that the notes taken by the student will be well organized and thus aid in the recall process. There is no better way to effect recall than to review a set of well-organized and well-written notes from each case study or topic read. The simple process of writing the notes will serve to fix the ideas in your mind. It forces you to formulate these ideas in words of your own choosing.

e. Scanning

Some of the assigned reading may be quickly scanned, and if important sections require rereading, the student may do so after the preliminary rapid survey has given a "bird's-eye view" of the treatment of the topic. For this form of reading the following five suggestions may be offered the student.

- (1) Read headings and captions
- (2) Read by paragraphs, scanning the opening sentence. When the value of the paragraph is doubtful read a sentence near the middle and one at the end of the paragraph.
- (3) Give special attention to important paragraphs such as the first and last paragraphs of a chapter. Usually they state the theme and summary of the discussion.
- (4) Look for "signpost" paragraphs important in directing the thought of a section of the topic.
- (5) Where possible, read by parts that are larger than the paragraph. Often a glance or two on a page will reveal no new ideas.

Common Faults in Reading

The most common faults in reading are: the failure of the mind to quickly associate the written words with comparable ideas; pronouncing words or vocalizing as you read; too many eye movements per line of type; the habit of sweeping the eyes back over a portion of a line that has been read. The last fault (regression) happens frequently when the reader fails to absorb the subject matter on the first reading.

Suggested Remedies

Two of these deficiencies can be corrected by self-help. No expert guidance is required. The first, the failure of the mind to quickly associate words with ideas is generally due to an inadequate vocabulary. The cure is to stop with every unknown word and look up the meaning in a dictionary. Progress will be slow and painful but within a short time the reader will discover that his speed of comprehension has increased remarkably.

The second common fault, mentally pronouncing each word as it is read, tends to slow comprehension. This habit forces the mind to think in terms of words and syllables instead of permitting the mind to grasp whole ideas from a group of words or sentences. Self-discipline is the only answer to this habit. Practice reading for ideas. Keep attention centered on the subject to eliminate all possible distractions.

The remaining deficiencies can be classified under the heading of faulty eye movements. To correct these requires expert guidance and assistance. A study of such scope cannot be adequately treated in this limited discussion. The Agency's reading clinic is equipped to measure eye span and movement and to suggest methods for improving your reading comprehension and speed.

Problems of Study

1. An instructor should be assigned to supervise the study.
2. Conditions should be conducive to study. These are:
 - a. A definite time for study
 - b. Eliminate distractions. Doors should be closed. If a student completes his assignment prior to the end of the period, permit him to leave.
 - c. Before the study period begins the instructor should be sure that each student has the necessary materials for the assignment.

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The instructor should be able to:

- a. Assist the student in reference and research.
- b. Guide the student in the writing of outlines and reports.
- c. Assist the student in the formation of hypotheses.
- d. Assist the student in his conclusions and applications.
- e. Discover personal interests, special abilities, individual differences.
- f. Show the relationship of the assignment with other assignments.

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